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# ELPAC

English Language Proficiency  
Assessments for California



## Speaking: Directions for Administration



**Training Test  
Grades 3–5**

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## ELPAC Administration Notes

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### FOR QUESTIONS REGARDING THE ELPAC OR FOR ADDITIONAL ASSISTANCE:

- Test examiners and other school personnel should contact their site ELPAC coordinator.
- LEA ELPAC coordinators should contact the California Technical Assistance Center (CaTAC) by phone at 800-955-2954, or by email at [caltac@ets.org](mailto:caltac@ets.org). CaTAC is open from 7 a.m. to 5 p.m. Monday through Friday.

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# Directions for Administration







## Introduction to the ELPAC Training Test Directions for Administration

This Speaking *Directions for Administration* (DFA) document contains information needed by test examiners to prepare for and administer the computer-based English Language Proficiency Assessments for California (ELPAC).

### Using the DFA

This DFA document should be used to administer the Speaking domain only. For Kindergarten through Grade 2, to administer the other domains, download the Listening and Reading DFA for each specific grade. The Writing test for Kindergarten through Grade 2 is administered in a paper-based format. Please refer to the Writing practice test materials available on <https://www.elpac.org/resources/practicetests>.

This DFA contains scripts for administration. The following symbols indicate instructions for test examiners\*:

Guide to Administration Scripts in This DFA	How the Test Examiner Should Proceed
	The test examiner reads the material out loud to the student.
	The test examiner is required to press the record button on the student's screen before reading the SAY text.
	The test examiner is required to point to the text or pictures on the student's screen.
	Information for the test examiner
	Advance to the next question
	Stopping marker

\*A test examiner does not need to be present to use the ELPAC Training Test; however, the term "test examiner" is used in this document to show what a test examiner will do to administer the test.

# Directions for Administration (cont.)

## Administering a Training Test Session

The Speaking portion of the ELPAC is administered by the test examiner. Each student will be tested individually.

- If you are administering the training test using the same procedures as the operational tests, confirm that the student has been assigned the correct test settings (designated supports and accommodations) in the Test Operations Management System (TOMS).
- If you are administering the training test using a standard supported web browser without the use of the Test Administrator Interface or secure browser, apply the appropriate test settings (designated supports and accommodations) for the student in the Student Testing Interface for the practice and training tests directly.
- Gather the following test materials:
  - The correct grade-level Speaking DFA
  - Electronic device for the student to access the test
  - Scratch paper for note-taking
  - Pencils with erasers
  - Headsets and splitter for the test examiner and student (if preferred)

### Speaking Administration—All Speaking Task Types

Subject	Directions
Prompting guidelines	See individual questions in this document for prompting guidelines.
When to stop the test	Refer to stopping markers in this document.
Note-taking	Note-taking is allowed for all Speaking task types. Students may take notes on scratch paper or in the notepad section on the electronic device.


## Preparing to Administer and Score the Speaking Domain

Before administering the test, the following is recommended:

- Prepare testing devices and materials for students and examiners.
- Check the volume on the student device prior to entering the Student Interface, and set the volume to MAX prior to logging in.
- Select a quiet area to administer the test. Eliminate distractions (e.g., extraneous noises, windows, clutter, etc.).

It is highly recommended that test examiners spend time preparing to administer and score the Speaking domain. The ELPAC includes task types with integrated skills, multiple rubrics, reading of complex academic text, and increased interactions between students and test examiners. The following are suggestions to help prepare for a successful test administration.

# Directions for Administration (cont.)

- **Practice and Modeling:** A practice question is included as part of the audio capture so the test examiner may provide feedback to let the student know they are responding correctly. The practice question in the audio capture is “Describe what you are wearing today.” For example, if the student responded to the practice question saying, “A shirt and pants,” the test examiner lets the student know the response was correct. If the student does not successfully respond, the test examiner models a correct response for the student, saying, “You could have said, ‘I am wearing blue pants and a white shirt.’”
- **Prompting Guidelines:** The prompting guidelines vary for each task type. The words that the test examiner can say are located on the page that is read to the student. Test examiners should be familiar with each task type and the prompting guidelines.
- **Oral Reading of Test Questions:** Because of the length and complexity of some questions read by the test examiner, it is suggested to practice reading the text out loud several times prior to testing a student.
- **Pointing:** Some questions require the test examiner to point, as indicated by the  icon, while reading the text out loud to the student. This should be rehearsed prior to the test administration. Do not point to pictures or text unless directed to in the Speaking DFA. Test examiners may use the cursor, pencil or pen, or their finger to point.
- **Anchors and Rubrics:** The test examiner should take time to read through the anchors and scoring rubrics for each test question before testing. Scoring of the Speaking domain occurs as the test is being administered.
- **Scoring Practice:** Each task type includes training and calibration quizzes in the Moodle Training Site to assist test examiners in listening and scoring student responses. It is highly recommended that test examiners use this resource.

## Prompting and Scoring Guidelines for the Speaking Domain

- **Prompting—Appropriate Wait Time:** The amount of time it takes for students to respond to a test question varies greatly. Test examiners should allow students enough time to compose their thoughts and prepare a response in English.
- **Prompting—Student Answers Question Before Test Examiner Asks:** Some students anticipate the next question and start to respond before the test examiner asks the question. The test examiner should not interrupt the student to ask the question. If the student response does not address the question, the test examiner should ask the question.
- **Prompting—Repeating the Question:** When a student asks or does not respond, you may repeat the question once.
- **Prompting—Encouraging Students:** Throughout the test, if a student is reluctant or asks for assistance that is not allowed, test examiners should give general encouragement by saying words such as, “It’s OK, do your best,” or “You are doing a good job,” etc.

# Directions for Administration (cont.)

- **Scoring—Self-Correction:** Since students respond to test questions fairly quickly, they sometimes change what they say in the middle of a word or sentence. Students who self-correct are not to be penalized; however, if a response is so halting or choppy that meaning is impeded, it may affect the score.

## Audio Capture

For the training test, audio capture is available for practice of the Speaking domain. If your computer does not have a microphone or the settings do not allow audio capture, you may administer the test without recording the student's responses.

During the operational administration of the Speaking domain, the following guidelines apply to the audio capture tool. The test examiner should score what the student says, not what is recorded. If the following occur, the test examiner may continue to the next question and does not need to rerecord:


- Test examiner forgets to record a response.
- Test examiner records response on the wrong question.
- Test examiner sees a red triangle in the review box when ending the test session.

Use of headsets with a microphone for voice capture is not recommended to enable interaction between the student and test examiner. Headsets are recommended for grades 3–12 Summarize an Academic Presentation streaming audio.

If the student is wearing a headset for Summarize an Academic Presentation, the test examiner must also wear a headset to be able to hear the presentation and point appropriately to pictures and text on the student's screen. Two headsets may require a splitter.

Once the test examiner has navigated to the next test question, the audio will not be able to be replayed. The test examiner does not need to replay the student response to confirm the audio capture.

## When to Stop the Test

There are stopping markers in the Speaking domain as indicated by the . If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering the Speaking domain, by clicking **[Pause]**.



# Directions for Administration (cont.)

## Additional Directions

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### How to Print the DFA (optional) or View the DFA Online

#### Printing Instructions:

If possible, choose the following settings when printing the DFA:

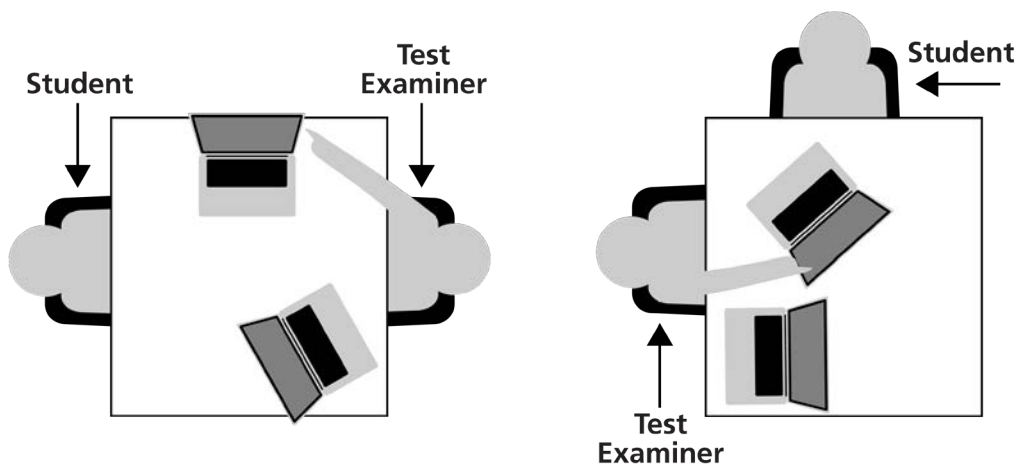
- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.
- Turn the document horizontally when viewing the test questions.

#### Instructions for Viewing Online:

- Open the PDF file in Adobe Acrobat.
- When you get to the test questions, rotate the view by going to: **View** (on the main menu) > **Rotate View** > and select **Clockwise**.

### Recommended Seating Arrangement

The following shows two options for seating arrangements for the test examiner and the student.



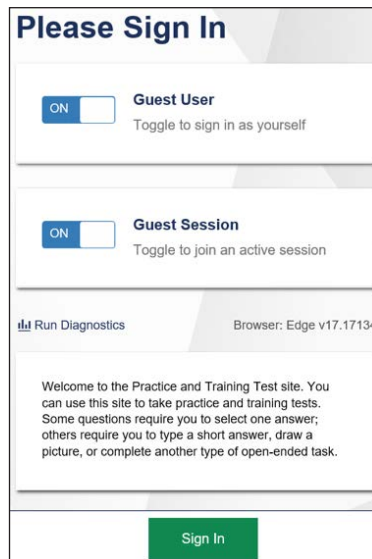
# Directions for Administration (cont.)

## Logon and Audio/Sound Check Instructions

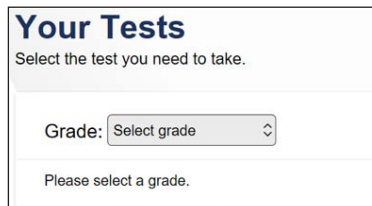
### How to Start a Test Session as a Guest

**SAY** Today you will be taking the Speaking section of the ELPAC. First, I am going to sign you in.

- i** 1) Navigate to the [ELPAC website](#).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Student Interface Practice and Training Tests]** link to launch the Student Sign In screen on the student's testing device.
- 4) Select the **[Sign In]** button to log onto the test as a guest.

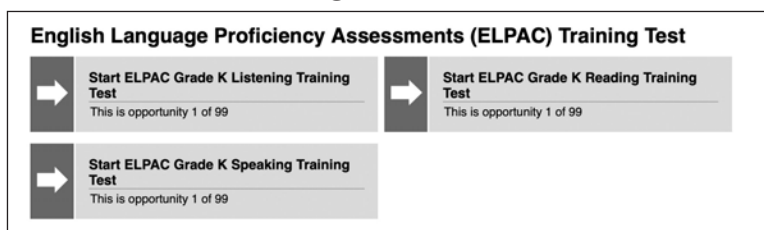


- 5) Select the appropriate grade from the drop-down menu.



- 6) On the test selection screen, select the appropriate ELPAC training test. ELPAC training tests are located at the bottom of the list and are color-coded dark grey.

### SAMPLE



# Directions for Administration (cont.)

7) You will see a Choose Settings screen.

**Choose Settings:**  
Review the following test settings. You can change the options, if necessary.

**ELPAC Grade K Speaking Training Test**

**Presentation**

- American Sign Language: OFF
- Presentation: English
- Audio Transcriptions: OFF

**Literacy Assistance Resources**

- Text-to-Speech: None


**Integration with Assistive Technology**

- Permissive Mode: OFF

**Visual Assistance Resources**

8) Choose test settings as needed, then select the **[Select]** button.

**SAY** Before we begin, we need to check to see if the computer will record your voice. In this test, I'm going to ask you some questions and record your answers.

 Point to the microphone.

**Audio/Video Checks**  
Your test uses multi-media features. Please perform the following checks before continuing.

**Recording Device Check**  
Make sure your recording device is working.

1. To start recording, press the Microphone button.
2. Say your name into your recording device.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.

**Next Step:**  
If you heard your recording, choose I heard my recording. If not, choose I did not hear my recording.

I heard my recording    I did not hear my recording

Practice and Training Test Site    Continue    Skip Recording Check    Back

**i** If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

**SAY** Before giving your answers, I'm going to press the microphone to record your answer here. When it is time to record your answer, I will press the microphone and you will see a white circle. Let's practice.

**SAY** Describe what you are wearing today.

**i** Pause for student's response. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'I am wearing blue pants and a white shirt.'"

# Directions for Administration (cont.)

**SAY** Now let's see if it recorded your voice.

**i** Playback

**SAY** Did you hear yourself?

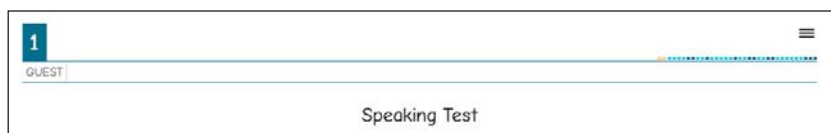
**i** Pause for student's response.

**SAY** OK, let's get started.

**i** Select **[I heard my recording]**. Select the **[Continue]** button.

View Test Settings or Help Guide as needed. Select **[Begin Test Now]**.

When Question 1 Speaking Test comes up, ask the student,



**SAY** Do you have any questions?

**i** Answer the student's questions.

**SAY** Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. OK, let's get started.

➔ NEXT

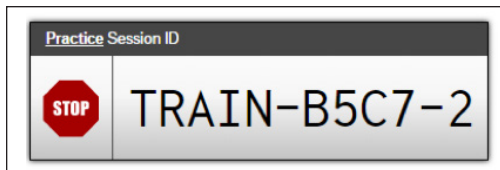
# Directions for Administration (cont.)

## How to Start a Training Test Session Using the Same Procedures as the Operational Tests

**SAY** Today you will be taking the Speaking section of the ELPAC. First, I am going to sign you in.

### TEST ADMINISTRATOR INTERFACE

- i** 1) Launch a supported web browser on your device and access the [ELPAC website](#).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Test Administrator and Test Examiner Practice and Training Site]** to log on to the **Test Administrator Interface** for the training test.
- 4) Log on to the **Test Administrator Interface** using your TOMS username (your email address) and password.
- 5) Select the training test(s) you want to administer from the test selection window.
- 6) Select the **[Start Practice Session]** button.
- 7) Upon selecting the **[Start Practice Session]** button, a Session ID will appear on the top right corner of the **Test Administrator Interface**.



# Directions for Administration (cont.)

## STUDENT INTERFACE

8) Launch the secure browser on the student's testing device or select the [**Student Interface Practice and Training Tests**] link from the Practice and Training Tests tab on [elpac.org](http://elpac.org).

9) Toggle the blue **Guest User** and **Guest Session** buttons to **[OFF]**, and log the student on.

- In the First Name field, enter the student's first name as it appears in the California Longitudinal Pupil Achievement Data System.
- In the SSID field, enter the student's 10-digit Statewide Student Identifier.
- In the Session ID field, enter the Session ID generated from the **Test Administrator Interface**.

**Please Sign In**

OFF **Guest User**  
Toggle to sign in as yourself

**First Name:**  
EX: JORDAN

**SSID:**  
EX: 123456789

OFF **Guest Session**  
Toggle to join an active session

**Session ID:**  
TRAIN - - -

[Run Diagnostics](#) Browser: Safari v12.1

Welcome to the Practice and Training Test site. You can use this site to take practice and training tests. Some questions require you to select one answer; others require you to type a short answer, draw a picture, or complete another type of open-ended task.

**Sign In**

10) Verify the student information is correct on the Is This the Student? screen. Select **[Yes]** to continue. (Select **[No]** if the student information is not correct. Notify your ELPAC coordinator if it is not.)

**Is This the Student?**

Please review the information below. If all of the information is correct, click [Yes]. If not, click [No].

First Name: Demo First  
Last Name: Demo Last  
SSID: ZZ9999907  
Grade: 10  
Date of Birth: November 1, 2000  
School: AIR School

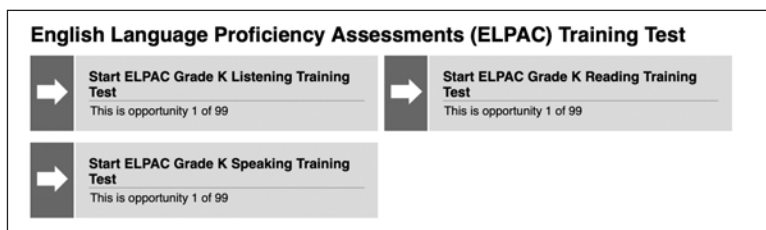
**No** **Yes**

# Directions for Administration (cont.)

## STUDENT INTERFACE (cont.)

11) On the test selection screen, select the appropriate ELPAC training test. ELPAC training tests are located at the bottom of the list and are color-coded dark grey.

### SAMPLE



## TEST ADMINISTRATOR INTERFACE

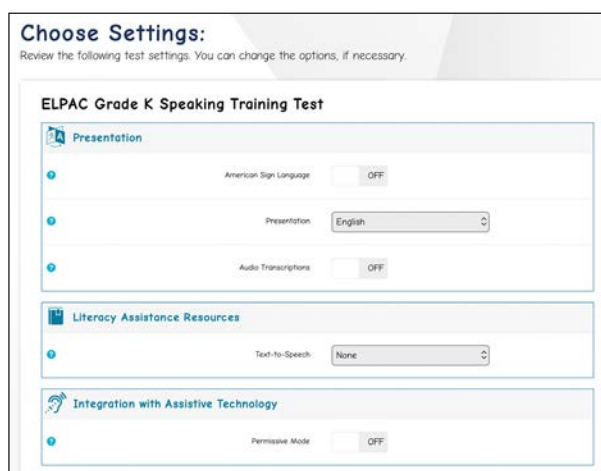
12) Go back to your test examiner device and in the **Test Administrator Interface**, approve the student to test.

13) Verify you have selected the correct test and test settings for the student by selecting the **[Approvals]** button.

## STUDENT INTERFACE

14) Go back to the student testing device and administer the assessment using the script that starts in the next section of this DFA.


15) You will see this screen. Choose test settings as needed, then select the **[Select]** button.

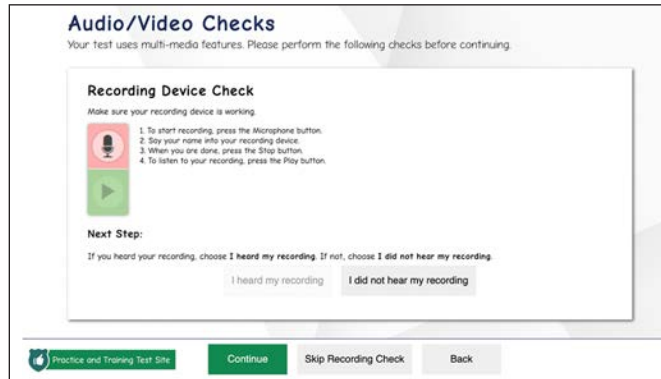


**SAY** Before we begin, we need to check to see if the computer will record your voice. In this test, I'm going to ask you some questions and record your answers.

# Directions for Administration (cont.)

## STUDENT INTERFACE (cont.)

 Point to the microphone.



**i** If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

**SAY** Before giving your answers, I'm going to press the microphone to record your answer here. When it is time to record your answer, I will press the microphone and you will see a white circle. Let's practice.

 **SAY** Describe what you are wearing today.

**i** Pause for student's response. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'I am wearing blue pants and a white shirt.'"

**SAY** Now let's see if it recorded your voice.

**i** Playback

**SAY** Did you hear yourself?

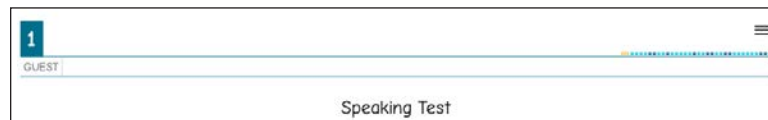
**i** Pause for student's response.

**SAY** OK, let's get started.

**i** Select **[I heard my recording]**. Select the **[Continue]** button.

View Test Settings or Help Guide as needed. Select **[Begin Test Now]**.

When Question 1 Speaking Test comes up, ask the student,



**SAY** Do you have any questions?

**i** Answer the student's questions.

**SAY** Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. OK, let's get started.

 NEXT



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No.	Item	Score 0	Score 1
	<b>SAY</b> Look at the picture. I am going to ask you some questions about it.	<ul style="list-style-type: none"> <li>• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."</li> </ul>	<ul style="list-style-type: none"> <li>• Correct response.</li> </ul>
<b>2</b>	<b>SAY</b> What is the teacher doing? ➔ NEXT	<b>Anchor:</b> ○ Teacher.	<b>Anchor:</b> ○ Passing out markers/crayons/paint.
<b>3</b>	<b>SAY</b> What is on the tables? ➔ NEXT	<b>Anchor:</b> ○ Tables.	<b>Anchor:</b> ○ Paint/blocks/art supplies.
<b>4</b>	<b>SAY</b> Describe what the boys are doing. ➔ NEXT	<b>Anchor:</b> ○ I forget.	<b>Anchor:</b> ○ Painting/coloring (the blocks/cubes).

No.	Item	Score 0	Score 1	Score 2
	<b>i</b> For questions 5–7, if the student gives a one-word response, say, “Tell me more.”	<ul style="list-style-type: none"> <li>Response is not relevant.</li> <li>Response contains no English.</li> <li>No response, “I don’t know,” or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Response is limited or partially relevant.</li> <li>Errors in grammar, pronunciation, or intonation impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Response is relevant.</li> <li>Errors in grammar, pronunciation, or intonation do not impede meaning.</li> </ul>
5	<b>SAY</b> <b>What kind of class is this?</b> <b>i</b> Wait for the student’s response. <b>SAY</b> <b>How do you know?</b> NEXT	<b>Anchor:</b> <ul style="list-style-type: none"> <li>Class.</li> </ul> [Examiner: How do you know?] (No response.)	<b>Anchor:</b> <ul style="list-style-type: none"> <li>Art.</li> </ul> [Examiner: How do you know?] (Pointing.) [Examiner: Tell me in words.] (Shakes head.)	<b>Anchor:</b> <ul style="list-style-type: none"> <li>An art class.</li> </ul> [Examiner: How do you know?] Because there is art stuff in the room.
6	<b>SAY</b> <b>Describe what is on the walls.</b> NEXT	<b>Anchor:</b> <ul style="list-style-type: none"> <li>(Response in primary language.)</li> </ul>	<b>Anchor:</b> <ul style="list-style-type: none"> <li>Pictures.</li> </ul> [Examiner: Tell me more.] Picture.	<b>Anchor:</b> <ul style="list-style-type: none"> <li>There’s a picture and a clock, and there’s a picture . . . that’s a picture frame.</li> </ul>
7	Point to the entire scene. <b>SAY</b> <b>Tell me something else about the picture.</b> NEXT	<b>Anchor:</b> <ul style="list-style-type: none"> <li>Umm, yes . . .</li> </ul> [Examiner: Tell me more.] Umm, no.	<b>Anchor:</b> <ul style="list-style-type: none"> <li>Umm, paint . . . painting.</li> </ul> [Examiner: Tell me more.] No.	<b>Anchor:</b> <ul style="list-style-type: none"> <li>The girl is drawing.</li> </ul>

**Prompting Guidelines: Talk About a Scene**

If the student does not answer or requests that a question be repeated, you may repeat the question once.

If the student points, pantomimes, or points to people and things while saying words such as this/that/these/those, say, “Tell me in words.”

For questions 5–7, if the student gives a one-word response, say, “Tell me more.”

For question 7, if the student gives a response such as “There is nothing more to say,” repeat the question.



No.	Question	Function	Score 0	Score 1	Score 2
8	Book about Horses	Asking for information	<ul style="list-style-type: none"><li>• Response does not address the language function.</li><li>• Response contains no English.</li><li>• No response, or “I don’t know,” or is completely unintelligible.</li></ul>	<ul style="list-style-type: none"><li>• Response addresses the language function in a limited way. Listener effort is required to interpret meaning.</li><li>• Errors in grammar, word choice, pronunciation, or intonation impede meaning.</li></ul> <p><b>Anchor:</b> Where is the book?</p>	<ul style="list-style-type: none"><li>• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.</li><li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li></ul> <p><b>Anchor:</b> Where are the horse books?</p>

**SAY** Now let's practice a different kind of question. There are no pictures. I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to. The first one is for practice.

#### PRACTICE—DO NOT RECORD

**SAY** You want to know if your friend finished a math worksheet. What would you say to your friend?

**i** Pause. Wait for an answer.

Acknowledge the student's correct response, or model a correct response, such as "*Did you finish your worksheet?*" or "*Are you done with your worksheet?*"

Function: asking for information

8



**SAY** You want to know if the library has a book about horses. What would you say to the librarian?

Function: asking for information

The student might say, "*Does the library have a book about horses?*" or "*I would like to know if you have a book about horses.*"

➔ NEXT



If there have been no responses or no correct responses to this point, you may stop testing in the Speaking domain. Select **[Pause]**.

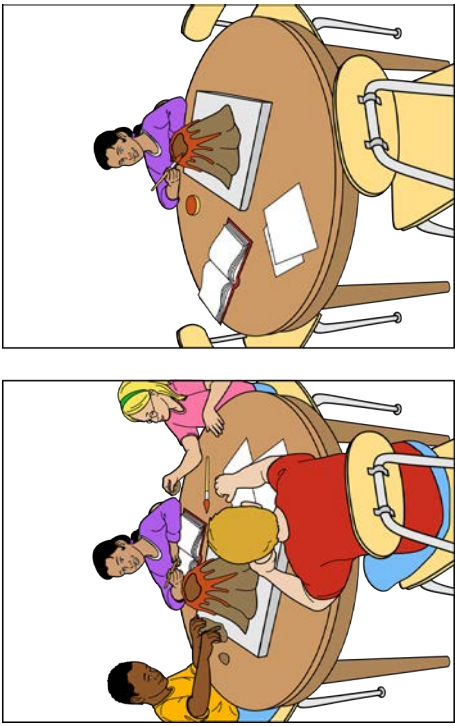



#### Prompting Guidelines: Speech Functions

If the student does not answer or requests that a question be repeated, you may repeat the question once.



Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> <li>• An opinion is not expressed.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>• An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul>
<p><b>Anchor:</b> I don't know.</p>	<p><b>Anchor:</b> Part of a group. My reason is because it's working as a group.</p>	<p><b>Anchor:</b> Part of a group. Because I . . . I don't want to be alone. [Examiner: Tell me more about your choice.] Because I don't know what to do.</p>	<p><b>Anchor:</b> Part of a group. Well, if I need help and I don't know how to do it, I could just ask my friends.</p>

\*Note: Effective language is defined as including all or some of the following attributes: noun and verb phrases using precise vocabulary, modal verbs, text connectives, causal words, authoritative expression, and comparative language.

No.	Picture	Prompt
9		<p><b>SAY</b> Now, <b>I am going to ask you for your opinion.</b></p> <p><b>SAY</b>  Point to each picture at the appropriate time while reading the question.</p> <p><b>SAY</b>  <b>Your class is learning about volcanoes. Your class will be making volcano models. Would it be better to work on the project as part of a group or by yourself?</b></p> <p>Wait for initial choice.</p> <p><b>SAY</b> <b>Explain your choice by giving relevant reasons to support your opinion.</b></p> <p> NEXT</p>

**Prompting Guidelines: Support an Opinion**

If the student does not answer or requests that a question be repeated, you may repeat the question once.

If the student points or points while saying words such as *this/those/these/those*, say, **“Tell me in words,”** and repeat the question.

If the student states a choice but does not provide a reason, repeat the last part of the question once:

**“Explain your choice by giving relevant reasons to support your opinion.”**

If the student gives an original but relevant response to the question or selects neither or both options, say,

**“Explain your choice by giving relevant reasons to support your opinion.”**

If the student provides a simple relevant reason, say, **“Tell me more about your choice.”**



Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, “I don’t know,” or is completely unintelligible.</li> </ul> <p><b>Anchor:</b> I don’t know.</p>	<ul style="list-style-type: none"> <li>• Response attempts to retell the narrative but conveys little relevant information.</li> <li>• Ideas are rarely cohesive and connected.</li> <li>• Grammar and word choice are limited and impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s).</li> </ul> <p><b>Anchor:</b> Build tree house. [Examiner: What else can you tell me about the story?] (No response.)</p>	<ul style="list-style-type: none"> <li>• Response retells the narrative as supported by the pictures but may be incomplete and lack clarity.</li> <li>• Ideas are sometimes cohesive and connected.</li> <li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul> <p><b>Anchor:</b> Umm, I forgot the names. [Examiner: It’s Margie and her dad.] Margie wanted to build a birdhouse. So her dad and . . . her dad and her went to go find some tools. Then when they were finished, they hung it up and all of the birds came to see.</p>	<ul style="list-style-type: none"> <li>• Response retells the narrative as supported by the pictures with basic detail.</li> <li>• Ideas are usually cohesive and connected.</li> <li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li> <li>• Pronunciation and/or intonation occasionally impede meaning.</li> <li>• Speech is fairly sustained, though some choppiness or halting may occur.</li> </ul> <p><b>Anchor:</b> Margie and her dad wanted to build a tree house. Margie held up the board so her dad could hammer the lit, the little things. And then Margie and her dad painted the, umm, tree house. And as soon as they hanged it, the birds already wanted to check it out.</p>	<ul style="list-style-type: none"> <li>• Response provides a clear and detailed retelling of the narrative as supported by the pictures.</li> <li>• Ideas are cohesive and connected.</li> <li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li> <li>• Pronunciation and intonation do not impede meaning.</li> <li>• Speech is usually smooth and sustained.</li> </ul> <p><b>Anchor:</b> The dad and his daughter wanted to build a birdhouse. So they went to the garage to get wood. The girl picked up wood and the . . . and the dad hammered the wood with nails. And, then . . . and the dad and the girl were painting the birdhouse. Then they hung the birdhouse and the birds checked it out.</p>



**SAY** Look at the pictures.

 **i** Pause. Point to each of the pictures.

**SAY** I am going to tell you a story about the pictures.

Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

 Point to the first picture.

**SAY** Margie and her dad wanted to build a birdhouse. They went out to the garage to gather a pile of boards and some tools.

 Point to the second picture.

**SAY** Margie held the boards while her father hammered the boards together using nails.

 Point to the third picture.

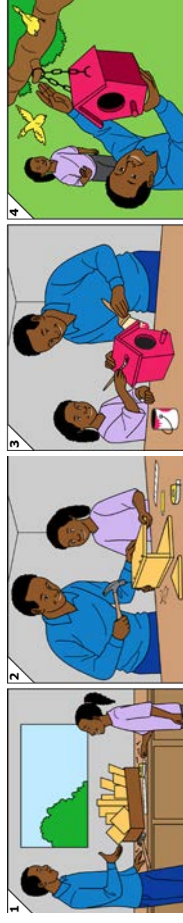
**SAY** After the birdhouse was built, Margie and her father used brushes to paint and decorate it.

 Point to the fourth picture.

**SAY** As soon as they hung the birdhouse in the tree, the birds came to see it.

 **SAY** Now use all the pictures to tell the story back to me.

 NEXT



### Prompting Guidelines: Retell a Narrative

Read the story only once.

If the student does not answer or requests that the question be repeated, say, “Now use all the pictures to tell the story back to me.”

If the student points, pantomimes, or points to people and things while saying words such as *this/that/these/those*, say, “Tell me in words about the story.”

If the student is reluctant or stops speaking after saying a few sentences, prompt the student by saying one of the following,

“What else can you tell me about the story?” or “And then what happened?” Reprompt no more than twice.

If the student is struggling to remember a name, say, “The girl’s/boy’s name is [name]. You can also say ‘the girl/the boy.’”

When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

**Main Points**

A full response explains how telling time has changed over time and includes the Main Points from the presentation:

- The earliest humans used nature to tell time, like using a sundial to track the movement of the sun. (The sundial casts a shadow of the sun's position that moves to tell time.)
- Mechanical clocks were invented in the middle ages (using weights and springs to move clock wheels). They included bells that would sound every hour and were located in the center of town. (Large clock towers were built so everyone could hear across the town/everyone knew time passed because of the sound of the bell).
- Early clocks were large, so pocket watches were created that are small enough to carry. (A small clock/sea watch was created for sailors/by John Harrison).

**SAY**

**In this part of the test, you will listen to a recorded presentation.**

**SAY**

**You are going to listen to some information about how telling time has changed over time. You will hear the information only once. There are pictures on the screen that go along with the information. You may take notes as you listen.**



**When the presentation ends, you will summarize the information you heard. You will**

- **explain how telling time has changed over time,**
- **include the examples from the presentation, and**
- **use relevant details and clear language.**

**i** Play the audio presentation. As the recording plays, if appropriate, you may point to the relevant picture that is on the student's screen or on the student's tactile supplement. After you have started the recording, do not pause or stop the recording. The audio recording cannot be replayed. If a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions), please read the recorded audio script to complete the test administration.

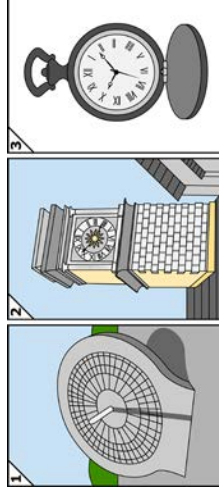
**i** If using headphones, put headphones on now.

**Recorded Audio Script**

Adult male Since the beginning of history, people have found different ways to mark the passage of time. Nowadays, we use clocks and watches to tell time. But thousands of years ago, people often used nature to help them...for example, tracking the movement of the Sun.



Picture one shows an example of one of the earliest ways to tell time—by using a device called a sundial. A sundial has markings on its face that represent the hours of daylight. As the Earth turns each day, the Sun appears to move across the sky. The stick in the middle of the sundial casts a shadow of the Sun's position in relationship to Earth. The shadow then shows what the time is.





Picture two shows a mechanical clock that appeared in the Middle Ages. Back then, people discovered that by using weights and springs, they could move wheels within a clock. These large clocks were usually located in the middle of a town high up in a tower. The clocks had a tool that would strike a bell each hour. That way, everyone knew that an hour had passed ... because of the sounding of the bell. Many cities would build large clock towers so that the whole city could hear the bell. As technology advanced, numbers and faces were added to these clocks.



Early clocks were quite large. However, people needed clocks that were much smaller... and in the 18th century, the British government offered a reward for anyone who could create a small clock that could be used while sailing. Without an accurate tool for telling time, sailors had a hard time navigating large ships effectively. A man named John Harrison invented a small device known as a sea watch to solve the problem. Picture three shows an example of Harrison's watch. It's small enough to be carried in your pocket—and people eventually started referring to these devices as pocket watches. Of course, nowadays we have many different devices for telling time, including wristwatches and smartphones.

➔ NEXT

11



**SAY** Summarize the information you heard. Be sure to

- explain how telling time has changed over time,
- include the examples from the presentation, and
- use relevant details and clear language.

**i** Pause to let the student summarize the presentation. While the student is responding, use the main points and the rubric to score the response. After the student responds,

**SAY** This is the end of the Speaking test. Thank you for your attention and hard work.

**i** DIRECTIONS ON ENDING A TEST

- Select the **[End Test]** button to continue to the review screen.
- Do not rerecord responses if you see a red triangle in the review box. Select the **[Submit Test]** button.

Prompting Guidelines: Summarize an Academic Presentation

If the student does not answer or requests that the question be repeated, repeat the question and bulleted points once.

If the student points to the picture, or points while saying words such as this/that/these/those, or starts to write a response, say, **"Please tell me your summary."**

If the student is struggling to remember a word, you may say, **"It's OK, do your best."** Do not say the word to the student.

If the response includes one or some of the main points and/or partial details, say, **"What else can you tell me about what you heard?"** Reprompt only once.



**Main Points**

A full response explains how telling time has changed over time and includes the Main Points from the presentation:

- The earliest humans used nature to tell time, like using a sundial to track the movement of the sun. (The sundial casts a shadow of the sun’s position that moves to tell time.)
- Mechanical clocks were invented in the middle ages (using weights and springs to move clock wheels). They included bells that would sound every hour and were located in the center of town. (Large clock towers were built so everyone could hear across the town/everyone knew time passed because of the sound of the bell).
- Early clocks were large, so pocket watches were created that are small enough to carry. (A small clock/sea watch was created for sailors/by John Harrison).

Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, “I don’t know,” or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Response attempts to retell the narrative but conveys little relevant information.</li> <li>• Ideas are rarely cohesive and connected.</li> <li>• Grammar and word choice are limited and impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Response retells the narrative as supported by the pictures, and may be incomplete and lack clarity.</li> <li>• Ideas are sometimes cohesive and connected.</li> <li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>• Response retells the narrative as supported by the pictures with basic detail.</li> <li>• Ideas are usually cohesive and connected.</li> <li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li> <li>• Pronunciation and/or intonation occasionally impede meaning.</li> <li>• Speech is fairly sustained, though some choppiness or halting may occur.</li> </ul>	<ul style="list-style-type: none"> <li>• Response provides a clear and detailed retelling of the narrative as supported by the pictures.</li> <li>• Ideas are cohesive and connected.</li> <li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li> <li>• Pronunciation and intonation do not impede meaning.</li> <li>• Speech is usually smooth and sustained.</li> </ul>



Score 0	Score 1	Score 2	Score 3	Score 4
<p><b>Anchor:</b> (No response.) [Examiner: Go ahead and tell me your summary.] Summary.</p>	<p><b>Anchor:</b> First, I seen that it they change like to the sun and to roofs and to pockets and schools, and, change. [Examiner: What else can you tell me about what you heard?] (No response.)</p>	<p><b>Anchor:</b> Number, many cities use that clock so, build a clock so they can remember time. And number three, they made that clock little so they could fit it in their pocket. And . . . [Examiner: What else can you tell me about what you heard?] That . . .</p>	<p><b>Anchor:</b> They used nature to tell time, and when the shadow changes, it tells the time. And in the second picture they use weights and springs to move the time every time the hour changes. And the umm, the first clock was uhh, was used for traveling. [Examiner: What else can you tell me about what you heard?] (No response.)</p>	<p><b>Anchor:</b> So in the first, in the first picture right here (pointing), it shows that, that they, in ancient times they used a sundial and when, and they had a stick in the middle and when the sun would like towards move over time of the day, then it would move and they can, they tell time by it. And then, and then over the years they started working on, on the clock towers. And then, and then they used, they use a weight and then I think the sticks. And then they took the time, they used time and they moved it, and they moved it so that and then whenever time passes. And then once when it would h-, like put like an, till 12:00 or like an hour, it would start like, it'll start to ring for people to know that it's been an hour. And then in this one (pointing) it shows that later on after that, someone, they created the, the pocket watch so that it can fit in your pocket and it can solve t-, and it solves problems from people who can't really see what time it was. And then now people use a bunch of their smart phones and other stuff.</p>

**Notes:**

- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- Do not penalize for mispronunciation of any word that does not interfere with meaning.

# Student Score Sheet

<b>SPEAKING Training Test—Grades 3–5</b>	<b>Name:</b> _____
<i>Talk About a Scene</i>	<b>Grade:</b> _____
2 ① ②	
3 ① ②	
4 ① ②	
5 ① ② ③	
6 ① ② ③	
7 ① ② ③	
<i>Speech Functions</i>	<b>Statewide Student Identifier:</b> _____
8 ① ②	
<i>Support an Opinion</i>	<b>Date Entered in DEI:</b> _____
9 ① ② ③	
<i>Retell a Narrative</i>	
10 ① ② ③ ④	
<i>Summarize an Academic Presentation</i>	
11 ① ② ③ ④	

<b>SPEAKING Training Test—Grades 3–5</b>	<b>Name:</b> _____
<i>Talk About a Scene</i>	<b>Grade:</b> _____
2 ① ②	
3 ① ②	
4 ① ②	
5 ① ② ③	
6 ① ② ③	
7 ① ② ③	
<i>Speech Functions</i>	<b>Statewide Student Identifier:</b> _____
8 ① ②	
<i>Support an Opinion</i>	<b>Date Entered in DEI:</b> _____
9 ① ② ③	
<i>Retell a Narrative</i>	
10 ① ② ③ ④	
<i>Summarize an Academic Presentation</i>	
11 ① ② ③ ④	

<b>SPEAKING Training Test—Grades 3–5</b>	<b>Name:</b> _____
<i>Talk About a Scene</i>	<b>Grade:</b> _____
2 ① ②	
3 ① ②	
4 ① ②	
5 ① ② ③	
6 ① ② ③	
7 ① ② ③	
<i>Speech Functions</i>	<b>Statewide Student Identifier:</b> _____
8 ① ②	
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9 ① ② ③	
<i>Retell a Narrative</i>	
10 ① ② ③ ④	
<i>Summarize an Academic Presentation</i>	
11 ① ② ③ ④	